ABOUT THE INSTRUCTOR
Name: Rochelle Rowley
E-mail: rrowley1@emporia.edu - best contact method
Telephone: 620-341-5723

REQUIRED TEXTBOOK
Canvas: canvas.emporia.edu

COURSE DESCRIPTION
The institution of schooling has become not only an essential and expected experience in every person’s life, but also a major topic of discourse. Political infighting over state and federal funding of education, debates over standardized testing and benchmarks, and the quality and equality of the education provided are all topics thrown about in the media. This course will focus on the ways in which schools affect individuals and groups by looking at the theoretical and methodological understandings of the “limits and possibilities of schooling.” We will examine what is in our education system in the United States and compare this to education systems in other areas of the world to question what possibly ought to be in our education system. Race, class, and gender will be used to analyze the issues of stratification within the institution of education from preschool through higher education.

PROGRAM GOALS AND OBJECTIVES – COURSE SPECIFIC
This course is aligned with program goals to:
- Provide educational experiences that permit students to think sociologically,
- Assist students in developing the ability to interact with people of different cultures and socioeconomic backgrounds.

In order to accomplish these goals, this course focuses on the following program objectives:
- Provide examples of how culture and social structure shape individual lives,
- Demonstrate critical thinking skills, including analysis and synthesis of key course concepts and theories,
- Critically evaluate different explanations regarding the function, structure, and impact of public education,
- Identify practical and ethical issues involved with the study of course topics,
- Effectively express and communicate sociological knowledge,
- Gain knowledge about how social factors such as race, gender, sexuality, social class, and age frame social interaction and perceptions at the local, national, and global levels, and
- Critically examine their belief and value systems in light of current sociological literature.

COURSE OBJECTIVES
- understand the basic concepts, theories, and research methods of educational research in sociology,
- apply this knowledge in various contexts,
- understand the interplay between social, cultural, and political factors and how these factors affect the U.S. education system,
- communicate clearly in written and oral format,
- critically think about the institution of education and how the information learned can be useful in both personal and professional life.
EXPECTED STUDENT LEARNING OUTCOMES

- When students complete application assignments, they will be able to apply class concepts to real life situations and challenge preconceived ideas.
- When students complete the book or documentary review, they will be able to analyze key course concepts in regards to published materials to determine validity, reliability, and overall quality of the material.
- When students complete resource gathering assignments, they will be able to evaluate gathered information in terms with the course materials.
- When students complete each assessment, they will apply concepts from the course to the assessment situation and produce a well-written document to answer the necessary questions.

RESUME BUILDING

Upon completion of this course and acceptable completion of the assignments, you will gain/maintain the following job skills:

- Organization, Timeliness, and Accountability
- Critical Thinking, Communication, and Conflict Resolution Skills
- Civic Engagement and Project Planning
- Professional Writing, Public Speaking, and Presentation Skills
- People Skills (don’t ever just put people skills on your resume though … explain what is meant by people skills)

I CARE ABOUT EACH STUDENT IN MY CLASSROOM AND THE LEARNING THEY ACQUIRE.

- In the event you are overwhelmed by in-class discussions, please feel free to step out and compose yourself.
- In the event you feel you are not being taught well, please come talk to me about your concerns. I welcome constructive criticism and never want to be surprised by a teaching evaluation comment. It is as much your responsibility to make this course great as it is mine.
- If you ask a question in person, in class, via email/Canvas, I will most likely refer you to a resource. I want you to learn how to answer your own questions.
- I have a deep passion for the subject matter of this course. If you feel I have not made a connection known between an assignment or in-class activity and the course topic, please let me know so I can rectify the problem.
- All coursework turned in via Canvas has a rubric associated with it. I grade using this rubric. I’ve put a great amount of thought and reflection into these rubrics so I can communicate exactly why you receive the grade you do. When checking your grade, also check the rubric explanation and any general comments provided on Canvas.
- My expectation is that you participate in class discussions. If you feel the discussion has provided no real learning opportunities for you, make the discussion better by participating.
- Providing detailed instructions for assignments is not an easy task. There are many different learning styles and communications styles. Each individual has a preference for each, which makes it difficult to address each and every task in a way that will be understood by all individuals. I do my best to accomplish this; however, if something is not understandable, talk to me (phone, email, Canvas, face-to-face, Dr. Rowley’s Classes Facebook page, text, heck even put it on Yik Yak – I might see it).
- My teaching style is to provide hands-on, thought-provoking, discussion-stimulating types of activities. If this is not conducive to your learning style (you like tests better – this may not be the course for you).
- I have 10 years of experience teaching undergraduate students. I’ve taken classes on teaching pedagogy, teaching philosophy, technology in the classroom, flipped classrooms, etc. I develop the course based on what I’ve learned, experienced, tried, and researched. While you may personally choose not to learn anything in the course, this does not imply I didn’t teach anything.
- My goal is to have your assignment graded with feedback (rubric and general comments – I will NOT edit your paper) within one week of the due date. Remember, you are not the only person in the class and this is not my only class. On average, I have nearly 300 students each semester.
- I want you to call/text/visit me in my office. I really do! Students who make connections with their professors tend to perform better in the classroom and on assignments.
When you email me, email me through CANVAS. In this way, I will know exactly which class you are in. Be specific in your email (I need help with the assignment should be I need help with the [name of assignment] assignment.

My name is Dr. Rowley, please address your email to me in this way. Other salutations will most likely elicit no response from me. Anything addressed to Mrs./Miss/Ms. Rowley will definitely be ignored!

My goal is to respond to your email within 48 business hours. The weekends are for my family. I’ve worked very hard to earn the right to no longer work on the weekends unless I choose to. Because of this, I don’t check my email on the weekends.

I expect each of my students to set goals that are challenging – not just the bare minimum that has to be done.

We have a shared responsibility for what you learn in this course!

**COURSE ASSIGNMENTS (See course schedule for due dates)**

Assignments in this course are the way in which the instructor is able to assess your knowledge gained. Since there are no exams in this course, some type of assessment must be used to determine if each student is gaining the necessary skills and knowledge expected by the instructor. If the final assessment is not completed in entirety, the highest grade possible to earn in this course is a D.

Below are general course assignment instructions.

- All assignments will be submitted via CANVAS unless otherwise noted. Emailed documents will NOT be accepted.
- All assignment instructions and rubrics are located on CANVAS in the modules.
- Only put your E# at the top of each assignment (no names, no course name, and no date). Assignments with more than the E# at the top will receive a zero.
- Cite any sources you use – this includes prior learning so I understand where your thoughts are coming from; otherwise, the paper will receive a zero for plagiarism. Use APA (no cover pages, no abstracts, and no running heads).

A list of assignments, points possible, and due dates is available on CANVAS; however, other assignments, pop quizzes, exams can be added to the course in the event the instructor determines they are necessary for a better understanding of the material.

**EARLY WORK AND LATE WORK POLICY:**

Every assignment has a due date and all assignments are due by 11:59 of the day they are due unless otherwise noted.

One day late (starting at midnight!) = 20% reduction in possible points
Two days late=30% reduction in possible points
Three days late=40% reduction in possible points
Four days or more late=50% reduction in possible points

After one week (7 days), late work will not be accepted.

If your computer malfunctions, use a university computer or library computer in your home town.

Be sure to save your work as you go and store it in more than one place so as to not lose your work (I use OfficeLive.com and dropbox.com to store my work).

Be sure to allow yourself enough time to problem solve if you happen to have technical difficulties or any other difficulties. (i.e. your home computer won’t let you on Canvas to submit a paper so now you have to go on campus to submit your work OR you have the flu and the due date is tonight).

Create goals to get assignments done earlier than the due date to allow for possible illnesses, disasters, tragedies, etc. Procrastination or a lack of knowledge of due dates and/or assignments is unacceptable. Mental and/or physical illnesses must be accompanied by a disability services letter. Problems at home/work are areas all of us must deal with and determine what is most important to us. If the choice is home/work, then the natural consequence is lower scores or zeros for unfinished school work.
**Lack of preparation on YOUR part does not constitute an emergency on MY part!**

**INCOMPLETES:**
The grade “I” (incomplete) is given only for personal emergencies that are verifiable and when the student has completed passing work in the course. The student has the responsibility to take the initiative in completing the work and the student is expected to make up the “incomplete” as soon as possible during the following semester. For further information about this university policy, please see pg. 28 of the University Catalog or consult with your professor and department chair.

**GRADES:**
Final course grades will be based on the plus/minus grade grading system. The final grade will be based upon the following assignments unless other assignments were added:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Infographic</td>
<td>5</td>
</tr>
<tr>
<td>Assessment Modules (4@10)</td>
<td>40</td>
</tr>
<tr>
<td>Book Review</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94% and up</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

**COURSE EXPECTATIONS (YOU AND ME):**

My expectations of YOU:

- **Attend class/Check CANVAS regularly:** It has been shown through research that attendance in class is a high predictor of academic achievement. Class attendance allows for community learning by listening to your classmates and instructor while also providing insight from your viewpoint. The best way to retain the information is to discuss it with others.

- **Be responsible for your own education:** The instructor will NOT cover everything in the textbook; however, you are responsible for the information. If you don’t understand something, take the time to ask. Who knows, someone else in the classroom may have the same questions. On that same note, if you are having difficulties in general with the material or understanding a concept, please come to me and ask. I cannot help you if I don’t know you need help.

- **Read the chapter being discussed in class BEFORE coming to class:** You will not be able to participate in class discussions if you are not familiar with the material. **See second bullet!**

- **Be respectful of others:** There are two parts to respecting others. First, arrive on time and stay attentive during class. Engaging in private conversations or packing up before the end of class is distracting and does not enhance the learning environment. **This includes the need to turn off cell phones.** Secondly, while we are discussing issues in class, some people may voice views that are not in correlation with your own views. Disrespect of another person’s views will not be accepted (including sitting behind someone and rolling your eyes). Diversity of thought is valuable and is expected to be respected in this classroom. If you or another person in the classroom chooses to spew hatred comments about “others,” I will take care of the situation.
My expectations of ME:

- Be prepared and organized for class.
- Be open to suggestions. If there is something that could improve the class or a topic you feel would work well with what we are learning, tell me. I love other’s inputs.
- Make expectations clear for assignments, exams, readings, Blackboard navigation, etc. If you are not clear on anything, please come to me so we can rectify the problem.
- Provide assistance when asked. You do have to ask but once I know you need help, I will help.
- Take into account individual differences if needed and be fair in evaluations and grading.

ACADEMIC DISHONESTY POLICY:
Students who compromise the integrity of the classroom are subject to disciplinary action on the part of the University. Violations of classroom standards include:

a. Cheating in any form, whether in formal examinations or elsewhere.

b. Plagiarism, using the work of others as one’s own without assigning proper credit to the source.

c. Misrepresentation of any work done in the classroom or in preparation for class.

d. Falsification, forgery, or alteration of any documents pertaining to academic records.

e. Disruptive behavior in a course of study or abusiveness toward faculty or fellow students.

University policy states the following: The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion for the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

FACULTY INITIATED STUDENT WITHDRAWAL:
If a student’s absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student’s progress or that of the other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal.

FACEBOOK AND OTHER SOCIAL NETWORKING POLICIES:
While I greatly appreciate the idea of “friending” my students or accepting “friending” invites, in order to keep a balance between family and work life as well as encouraging healthy boundaries, I will not accept a friend request from a current or possible future student.

FERPA (Family Educational Rights and Privacy Act of 1974)
FERPA is a Federal law which provides that the institution will maintain the confidentiality of student education records. I am not allowed to reveal any aspect of your educational experience to others without prior written authorization (FERPA release form) provided by you; therefore, do not have other people contact me to discuss your grade in my class without first providing the necessary documentation. You can find the release form at Information Release Form.